|  |
| --- |
| Lesson Plan Template - Formatted |

### SUBJECT/Grade: Canadian History, Grade 10 Suggested Time: 75 Minutes

COURSE/Type/Code: Canadian History Since World War I, Grade 10, Applied (CHC2P)

LESSON TITLE: Did the rise of Hitler and the Nazi party make WWII inevitable?

LESSON Description: Students will use primary sources, pictures and videos to analyze Hitler’s rise to power and the start of WWII. Students will develop the skill of interpretation through the study of chronology and the concept of cause and effect. Students, at the end of the lesson, will have to do a formative assessment in the form of a diary entry from a particular perspective of their choosing. This will act as a rough draft for their summative evaluation of writing a memoir about an event in Canadian history between 1929-1945.

|  |  |
| --- | --- |
| Planning Information: | |
| Enduring Understanding/Learning Goal  Students will be able to make a judgment concerning the inevitability of WWII, based on the timeline of events leading up to the outbreak of war. This will be a branch off of the cause and effect lesson students had concerning WWI. Make it clear to students that this lesson is focused on how the Nazis came to power and the start of WWII. It will not discuss Nazi ideologies, which will be addressed in the lesson concerning the Holocaust. | |
| **Expectations**  **Overall Expectation One:**  CGV.03 - evaluate Canada’s participation in war and contributions to peacekeeping and security.  **Specific Expectations:**   * CG1.04 - identify some of the ways in which foreign powers (e.g., British, European, American) have influenced Canadian foreign policy (e.g., alliances, participation in wars, peacekeeping, international aid, trade) * *Students will be asked to analyze, from a 1930s perspective, why Hitler came to power through the study of the Treaty of Versailles, the Great Depression and through legitimate political means* (Level 4 – Analysis)   **Overall Expectation Two:**   * CCV.03 - describe changes in Canada’s international status and its role in the world since 1914.   **Specific Expectation:**   * CC3.01 - identify changes in Canada’s international status since World War I (e.g., increasing independence from Britain; membership in international organizations such as the League of Nations, the United Nations, the G8, the Commonwealth of Nations, la Francophonie) * *Students will be expected to distinguish the differences between why Canada went to war in 1914 as part of the British Empire and why Canada went to war in WWII through their own declaration* (Level Two – Comprehension)   **Methods of Historical Inquiry and Communication:**   * Students will interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry * *Students will be studying the skill of cause and effect. Students were introduced to this skill during their unit on WWI, and they would have worked in pairs to discuss the chronological causes and effects leading to WWI through cause and effect.* * *Students were also given a “Chain of Events” handout during the WWI unit, in which they had to determine the causes leading up to war, the ‘spark’ that set off the war and the ultimate result* * *For this lesson students will not be given a clear cut handout, nor will they be working in pairs* * *They will have to look at the timeline and independently formulate their own opinion concerning the inevitability of WWII in order to write their diary entry* | |
| **Prior Knowledge Required** *(the knowledge/concepts and skills students must possess to be successful in this lesson)*   * Students have studied the causes of WWI, as well as Canada’s role in the war and peace negotiations following the end of the war. * Students have studied the effects of the Great Depression in Canada, but they will now see how the Depression was amplified in Germany due to reparations and the Treaty of Versailles. * Students also had a previous lesson on the rise of Mussolini and Stalin * Students also had to write from multiple perspectives of individuals from WWI, but will now have to move to an analysis component in their perspectives during WWII * Students have also worked with primary documents in class, and will be asked to study them in this lesson * Students had homework assigned to them yesterday: they were to read Chapter Three, Section 4: Reality Check, Could the League of Nations Have Made a Difference? (p. 69) from *Canadian Sources Investigated: 1914 to the Present* and fill out Appendix 2 for homework | |
| **Resources** *(for items in appendix, indicate with asterisk)*   * Student Text: *Canadian Sources Investigated: 1914 to the Present* * Newman, Garfield et al. *Legacy: The West and the World*. McGraw-Hill Ryerson Limited, 2002. Print. * *Canada: A People's History*, Episode 13. Canadian Broadcasting Corporation; executive producer, Mark Starowicz. Toronto, 2000. * Clip from *Triumph of the Will* (1934), from youtube.com. <http://www.youtube.com/watch?v=eGhdX1SI3KY> * Important Terms Defined\*(Appendix 1) * German Reaction to the Treaty of Versailles Handout\*(Appendix 2) * Nazi Timeline Handout\*(Appendix 3) * *Mien Kampf* Handout*\** (Appendix 4) * Politics of Appeasement Handout\* (Appendix 5) * *Munich Agreement*\* (Appendix 6) * 3-2-1 Response Sheet (Appendix 7) * Diary Entry Exemplar\* (Appendix 8) * Rubric for Diary Entry Assessment\*(Appendix 9) | **Agenda** *(to be listed on blackboard, in student language)*   * The Treaty of Versailles * Rise of the Nazi Party * Mr. King Goes to Berlin, 1937 * Politics of Appeasement * September 1, 1939 * September 10, 1939 |

|  |  |
| --- | --- |
| Teaching-Learning Sequence & Strategies/***Minds On***  See APPENDIX for Teacher O/Hs & Learner H/O’s | |
| **Stage 1 - MENTAL SET / SHARING EXPECTATIONS** *(introductory hook for lesson, written in full)*  (3 Minutes)   * There is a quote on the second slide of the PowerPoint * I will ask the students first to guess who the quote is about, and it is likely most will guess Hitler * I will then ask the more difficult question of who the quote is coming from * I will then tell students that the quote is from a diary entry of Mackenzie King after he met Hitler in 1937. * This hook is meant to blur the dichotomy between seeing Germany as the “bad guy” in WWII, and Canadians as the “good guys,” but to complicate this relationship in order to comprehend how the Nazis came to power in the 1930s * It is also meant to show a connection between Canada and Germany prior to the outbreak of war in 1939 | |
| Stages 2 to 5 - INPUT / MODELLING / CHECK for UNDERSTANDING / PRACTICE*/Action* | |
| 10 Mins  30 Mins  20 Mins | The Treaty of Versailles (Appendices 1 and 2)  * **All content and questions for this section are included on Appendix 2** * Students were given a blank copy of Appendix 1 yesterday (make it clear to students that if there are any additional terms they would like defined they can ask throughout the lesson) * Appendix 2 was handed out yesterday, and students had to read page 69 of the text and fill out the corresponding chart for homework * Students will spend the first five minutes of this section working with a partner to discuss the results of their homework. Students will then be asked, “How did the articles likely contribute to the rise of the Nazis in Germany?” (Level 3-Application) * In the next five minutes each group will be asked to contribute to the class in regards to one article they read about for homework   **The Rise of Hitler and the Nazis (Appendix 3)**   * **All content and questions for this section are included on Appendix 3** * Students will be given a handout as a blank timeline to fill out over the course of the lesson (Appendix 3) (the first section was completed for them to model the type of material they should be including in the timeline) * This will help them see the progression and chronology of the events leading up to WWII, allowing them to decide whether or not the War was inevitable * There will be an accompanying PowerPoint slide for each year on the timeline * This section includes a close reading of *Mien Kampf* (Appendix 4) as well as viewing Hitler’s final speech in *Triumph of the Will*   **Politics of Appeasement (Appendix 5)**   * **All content and questions for this section are included on Appendix 5** * Students will be given a handout concerning appeasement to fill out throughout the second section of the lesson * Students will also use this timeline as a resource to answer the critical question posed at the beginning of the class * Again each year will have a corresponding PowerPoint slide * Students will be watching the segment “Mr. King goes to Berlin” from *Canada: A People’s History*,Episode 13: Hard Times: 1929 to 1945 * This section also includes an analysis of the Munich Agreement (Appendix 6) |

|  |
| --- |
| Lesson Wrap-up: ***Consolidation and Connection*** |
| **Stage 6 - CLOSURE** *(student activity that summarizes or extends key lesson knowledge/concepts/skills)*   * Appendix 7 * Students will fill out a 3-2-1 Response sheet in order to digest their learning from the day, this should take about 5 minutes, and it will be handed in as an “exit” ticket at the end of class |
| **PREP/Homework** *(activities completed outside of class to reinforce/extend learning or prepare for next class)*   * Will use the rest of class to explain the homework * Students will have to write a diary entry discussing the inevitability of war, or write an entry discussing why people do not have to worry so much, because Europe will not be going to war * They must outline their chosen RAFTS, a practice they will have done before * I will provide them with this RAFTS example: **R:** Non-German living in the Sudetenland **A:** Myself **F:** Diary entry **T:** Nazi invasion of Sudetenland **S:** Fears of imminent war (Appendix 8) * Students will hand in their diary entry at the start of next class for formative assessment. I will then provide them with feedback they can use to write their culminating memoir (Appendix 9) |
|  |

##### 

|  |  |
| --- | --- |
| Planning Considerations: | |
| Accommodations/Special Needs:   * For ESL/ELL and IEP students I would present them with the handouts the day before the lesson. I would ask them to recall the WWI lesson on cause and effect and let them know that they are doing the same concept here, just in a different format * Students requiring extra attention will be able to take up the material with me the next day, by orally telling me or a buddy what they wrote or they can compare their notes before writing their diary entry * The diary entry would also have an extended deadline for students requiring extra assistance * Students on IEPs who learn better through typing instead of writing would be allowed to bring a laptop to class, and I would send them an electronic copy of the documents ahead of time * These students would also be given the questions I will ask throughout the class the day before to ensure they understood the questions | Lesson Assessment: (include formative)   * Students will be encouraged to contribute to group work and oral dialogue with the class (this will assess participation) * They will also hand in a 3-2-1 response so that I can see how well they grasped the lesson, as well as see the effectiveness of my teaching * Students will hand in a short diary entry based on RAFTS model, and I will assess it as a means of practice prior to the final evaluation based on Appendix 9 |

|  |  |
| --- | --- |
| Teacher Reflection on Lesson: *Written after the Micro-Teaching* | |
| Aspects that worked:   * I’m glad that I brought my PowerPoint into the micro teaching, so I think the visuals helped * The group liked the handouts that I gave them (especially the definitions) * I liked this idea, because when   in high school teachers would often discuss technical terms without realizing that the students were unaware of their definitions   * I will most definitely keep the idea of a blank timeline, as it acts as a guiding sheet for students to follow | Changes for next time:   * The PowerPoint was small, as it was just shown on my computer, but it will most definitely be projected on a large screen in an actual lesson * Also, I sat down through the microteaching, which I never do. I’m not sure why I sat down, but I will definitely be standing when I teach this lesson, as I will with all of my other lessons. * I would allow more time for group work in an applied class than I did for the microteaching. |